

GRADE 2 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

2.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, listening politely to the ideas of others, and gaining the floor in respectful ways.

Example: In literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.

QUESTIONING, LISTENING, AND CONTRIBUTING

2.LD-Q.2. Know and practice appropriate listening behavior.

Example: Students share about their favorite animal. As each student takes a turn, the teacher instructs the other students to pay close attention. After all the presentations, the teacher asks students to describe good listening behavior.

2.LD-Q.3. Provide descriptions with careful attention to sensory detail.

Example: After students take a walk in the park, they describe how the flowers and trees smelled, what the ground felt like, the kinds of sounds they heard, and details about what different parts of the park looked like.

2.LD-Q.4. Ask questions to clarify confusion about a topic.

2.LD-Q.5. Give, restate, and follow oral directions that involve a series of unrelated sequences of action.

Example: Teacher gives students directions to tie shoestrings, choose a library book, hang up their coats, and water the plants.

ORAL PRESENTATION

2.LD-O.6. Relate an important event in life or describe personal interests, maintaining focus on the topic and speaking clearly at an understandable pace.

*Example: Students read aloud *Days with Frog and Toad* by Arnold Lobel, a story about a character who is happy to be alone. In class, students share activities that they like to do alone, focusing on the topic and speaking clearly.*

2.LD-O.7. Recite poems, rhymes, songs, and stories using appropriate tempo, volume, and phrasing.

*Example: Students learn and recite poems by John Ciardi (e.g., verses from *Someone Could Win a Polar Bear* or *You Know Who*) and parts of poems and stories from A.A. Milne (e.g., verses from *When We Were Very Young* or *Winnie-the-Pooh* stories).*

VOCABULARY AND CONCEPT DEVELOPMENT

2.LD-V.8. Identify and use prefixes and suffixes (e.g., un-, re-, -ful, -ly) to determine the meaning of words.

*Example: Students identify the prefixes and suffixes in words such as *unhappy*, *retell*, and *wonderful* and tell what the "un" means in *unhappy*, what the "re" means in *retell*, and what "ful" means in *wonderful*.*

2.LD-V.9. Identify common antonyms and synonyms.

Example: Students answer the riddle by writing a word that means the same as the underlined word: I have five letters. I mean the same as creep. (Answer: crawl) I have four letters. I mean the same as store. (Answer: shop).

Draw a line to match the antonyms:

soft	empty
dull	hard
full	sharp
go	quiet

Strand: Language Development (continued)

VOCABULARY AND CONCEPT DEVELOPMENT (CONTINUED)

2.LD-V.10. Determine the meaning of compound words using knowledge of the meaning of individual words. (e.g., lunchtime, daydream, everyday).

Example: Students work with their teacher and peers to research the origins of compound words (e.g., lunchtime, daydream, everyday) from two individual words to an accepted compound word.

2.LD-V.11. Identify the relevant meaning for a word with multiple meanings, using its context (saw/saw).

Example: Students read each sentence and decide which of the answers has the same meaning as the underlined word in the original sentence:

- #1: Mary gripped the bat tightly as she waited for the pitch.*
- a. Look, there's a bat hanging from that tree.*
 - b. Look at my cat bat at the butterflies.*
 - c. He swung the bat and missed the ball.*

Some other common examples of multiple-meaning words include pen, light, race, saw, snap, roll, play, sink, rose, and run.

2.LD-V.12. Determine meanings and uses of words (parts of speech) with the aid of a beginning dictionary.

Example: Students use the dictionary to determine the meanings and other features of a list of words after which they divide their list of words into a list of nouns, verbs, and adjectives.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)***PRINT CONCEPTS**

2.BR-PC.1. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).

Example: During read alouds, students pause at the end of each sentence, change their voice when there is an exclamation point or question mark at the end of the sentence, and pay attention to the other spaces and punctuation.

PHONEMIC AWARENESS

2.BR-PA.2. Segment spoken phonemes in two-syllable words using manipulatives to mark each phoneme.

Example: Students move one block for each phoneme for the word "tiger": /t/ ... /i/ ... /g/ ... /er/.

PHONICS

2.BR-P.3. Decode phonetically regular multisyllabic real and nonsense words fluently using letter-sound knowledge.*

2.BR-P.4. Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv = su/per, vc/cv = sup/per).

Example: Teacher writes words with two or more syllables on word cards, then cuts apart the cards by syllable. Students read the words syllable by syllable and then blend them together making and reading words.

2.BR-P.5. Apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs (e.g., ng in sing), and vowel digraphs and diphthongs (e.g., ea, oy).

2.BR-P.6. Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., man/men, sheep/sheep) in context.

2.BR-P.7. Identify the two words that make up a contraction and read common contractions accurately. (e.g., haven't, it's, aren't).

Example: Teacher gives students two words that make up contractions. Students form the contractions (e.g., have and not = haven't, are and not = aren't, did and not = didn't).

2.BR-P.8. Read common abbreviations (e.g., Mr., Mrs., Ave., Rd.) fluently.

2.BR-P.9. Read accurately special vowel spellings and common word endings in decodable text.

2.BR-P.10. Recognize common irregularly spelled words by sight (e.g., have, said, where).

2.BR-P.11. Know and use word families (e.g., -ight, -ought) to decode unknown words.

FLUENCY

2.BR-F.12. Read aloud grade-appropriate text fluently, accurately, and with comprehension.

Example: Teacher calls on students to read aloud during reading instruction or small group lessons. Teacher models techniques through daily read aloud. Techniques include fluency, appropriate rhythm, pacing, expression, and intonation.

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

EXPOSITORY TEXT

2.IT-E.1. Identify the purpose and restate important facts from a text heard or read.

Example: Students summarize information learned from a text, such as detail about ant colonies stated in Ant Cities by Arthur Dorros or information reported about spider webs in Spider Magic by Dorothy Hinshaw Patent.

2.IT-E.2. Answer questions about text heard or read.

Example: After reading a short account about the first man on the moon, students ask and answer why, what if, and how questions to understand the lunar landing.

2.IT-E.3. Make predictions about the content using text features (e.g., title, table of contents, headings, captions, key words) and explain why the predictions were or were not confirmed.

Example: Students read part of an informational text, such as The Carrot Seed by Ruth Krauss, and guess what might happen next by looking at the illustrations and key words. Then, they check to see if these predictions are correct by looking ahead in the text.

DOCUMENT AND PROCEDURAL TEXT

2.IT-DP.4. Follow a set of written multistep directions.

Example: Students follow a set of written directions to make a peanut butter sandwich.

2.IT-DP.5. Identify and use knowledge of common graphic features (illustrations, type, size).

Example: Using a five-day weather chart or a weather chart on the Internet, students determine the weather for the coming weekend.

Strand: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

UNDERSTANDING TEXT

2.LT-U.1. Identify major and minor characters in several stories.

Example: Students read (or hear read aloud) The Tale of Peter Rabbit by Beatrix Potter and identify the major and minor characters.

2.LT-U.2. Identify cause and effect of specific events in a biography.

Example: Students read A Picture Book of George Washington Carver by David Adler and determine the various influences in Carver's life that led to his work in agriculture.

CONNECTIONS

2.LT-C.3. Identify similarities and differences in the works of an illustrator or an author.

Example: Students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.

2.LT-C.4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.

Example: Students read a story such as Johnny Appleseed by Pleasant DeSpain. Then they answer some cause and effect questions such as, "Why does Johnny sleep under a tree?" Or "If you put an apple seed in the ground, what will happen to it?"

GENRE

2.LT-G.5. Identify differences among the common forms of literature: poetry, drama, fiction, and nonfiction.

Example: The teacher and students read together an Aesop fable, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in characteristics of the fable, fiction, and nonfiction and discuss what they learned from each form of literature.

THEME

2.LT-T.6. Identify the meaning of a favorite poem or story.

Example: Students explore the theme, "A true friend helps us when we are in trouble," through poems, pictures, and stories, and compare their own experiences in original stories.

FICTION

2.LT-F.7. Describe the characters' traits in a story.

Example: Students read a story, such as Arthur's Prize Reader by Lillian Hoban. Retell the story, including descriptions of the characters' traits, by telling about what happens to Arthur and his sister, Violet, as they enter contests. Describe character traits such as loyalty, honesty, persistence, and generosity when discussing how they respond to and help one another.

POETRY

2.LT-P.8. Identify rhythm, rhyme, assonance, and alliteration in poetry.

Example: In Tony Mitton's poem "City Music," students listen for the rhythm and describe the rhyme.

2.LT-P.9. Identify the speaker of a poem.

Example: Students read Quentin Blake's poem "All Join In" and determine that children narrate the poem.

Strand: Literary Text *(continued)*

DRAMA

2.LT-D.10. Identify the elements of dialogue and use them in informal plays.

Example: Students read Tracey West’s The Pine Park Mystery to identify and to use the elements of dialogue.

STYLE AND LANGUAGE

2.LT-S.11. Identify sensory details in literature and spoken language.

Example: Teacher reads from The Cricket in Times Square by George Selden, pointing out passages that contain figurative language and sensory details, such as: “And the air was full of the roar of traffic and the hum of human beings.” “It was as if Times Square were a kind of shell, with colors and noises breaking in great waves inside it.” Then students discuss the effect of the images and draw an illustration that captures their interpretation of one image.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

2.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.

Example: Students study the savannas in East Africa and generate a series of questions. They begin their research with Madeleine Dunphy’s book Here Is the African Savanna and choose two other sources on the subject from the library.

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

IMAGINATIVE WRITING

2.W-I.1. Write short poems.

Example: After listening to Jack Prelutsky’s collection of dragon poems in The Dragons Are Singing Tonight, students draw their favorite dragon image and write a poem to go with it.

EXPOSITORY WRITING

2.W-E.2. Write or dictate letters or short accounts of personal experiences in a logical order.

Example: Students write a descriptive piece about a recent trip they took to a store, to a park, or to another city.

REVISION

2.W-R.3. After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

Example: Students reexamine a descriptive piece about a recent trip they took, then revise the writing to improve sentence formation and word choice.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

2.M.1. Identify differences between information presented in a commercial for a product and the product itself (e.g., check for facts vs. misleading information).

Example: Students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

2.EL.1. Identify correct capitalization for names and places and correct capitalization and commas in dates.

2.EL.2. Distinguish between complete and incomplete sentences, and recognize and use correct word order in written sentences.

Example: Distinguish between complete sentences (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).

2.EL.3. Identify and employ correct usage for subject-verb agreement and single and plural irregular nouns (e.g., sheep).

2.EL.4. Identify and use correct punctuation, including commas in greetings and closures in a letter and with dates and words in a series.

2.EL.5. Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

2.EL.6. Spell

- high-frequency irregular words correctly (e.g., who, what, why);
- basic short vowel, long vowel, "r"-controlled, and consonant blend patterns in words; and
- orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping "e," and changing "y" to "i."